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| Subject: Media  The Arts | Name: | Grade: |
| Summative Assessment: Oral Presentation  Assessed Criteria: A, D | | Due Date: |
| **Overview of the Task:**  Students will select from one of three films and audio record a critique of no more than 5 minutes analyzing one scene from the film. | | |

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| **Specific task guidelines:**   1. Textual analysis of film requires observing and questioning all the elements that create meaning within the piece, such as acting, directing, lighting, cinematography, mise-en-scene, and more. 2. Besides noticing the individual elements that create a film’s meaning, textual analysis also involves understanding how the film fits into the larger context of its social, historical, cultural and political environment. 3. textual analysis also requires researching a film’s genre, audience, and its historical, institutional, and socio-cultural significance. It’s only in combining all of these elements that we can create a thorough understanding of the film. 4. Analyse and Research the film as a whole focusing on the film’s genre and audience as well as its historical, institutional, and socio-cultural significance. 5. Complete a close textual analysis of a specific scene. Be sure to cite specific examples from within the film that relate to its larger framework.   **Formative assessment:**  1. Filled in outline  2. Draft Script   |  |  |  | | --- | --- | --- | | **Objective A: Knowing and Understanding** | i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  ii. demonstrate understanding of the role of the art form in original or displaced contexts  ~~iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.~~ | **What does this look like?**  **I can…**  i. Analyze the selected film including concepts, processes, and the use film specific terminology  ii. Analize the background of the director and impact that the film had. | | **Objective B:**  **Developing Skills** | ~~i. demonstrate the acquisition and development of the skills and techniques of the art form studied~~  ~~ii. demonstrate the application of skills and techniques to create, perform and/or present art.~~ | **What does this look like?**  **I can…** | | **Objective C: Thinking Creatively** | ~~i. develop a feasible, clear, imaginative and coherent artistic intention~~  ~~ii. demonstrate a range and depth of creative-thinking behaviours~~  ~~iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.~~ | **What does this look like?**  **I can…** | | **Objective D:**  **Reflecting** | i. construct meaning and transfer learning to new settings  ~~ii. create an artistic response that intends to reflect or impact on the world around them~~  iii. critique the artwork of self and others. | **What does this look like?**  **I can…**  i. analyze how the film had an impact outside of the artistic world  iii. Critique the film using subject specific language. | |

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| **Achievement Level** | **Criterion A: Knowing and Understanding**  **Level Descriptor** | **Criterion B: Developing Skills**  **Level Descriptor** | **Criterion C: Thinking Creatively**  **Level Descriptor** | **Criterion D: Responding**  **Level Descriptor** |
| **0** | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. |
| **1-2** | 1. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology 2. demonstrates **limited** understanding of the role of the art form in original or displaced contexts 3. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **limited** application of skills and techniques to create, perform and/or present art. | 1. develops a **limited** artistic intention that is **rarely** feasible, clear,  imaginative **or** coherent 2. demonstrates a **limited** range **or** depth of creative-thinking behaviours 3. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. | 1. constructs **limited** meaning and **may** transfer learning to new settings 2. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her 3. presents a **limited** critique of the artwork of self and others. |
| **3-4** | 1. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology 2. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts 3. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. | 1. develops an **adequate** artistic intention that is **occasionally** feasible,  clear, imaginative **and/or** coherent 2. demonstrates an **adequate** range **and** depth of creative-thinking  behaviours 3. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. | 1. constructs **adequate** meaning and **occasionally** transfers learning to new settings 2. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her 3. presents an **adequate** critique of the artwork of self and others. |
| **5-6** | 1. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject- specific terminology 2. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts 3. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. | 1. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. | 1. develops a **substantial** artistic intention that is **often** feasible, clear,  imaginative **and** coherent 2. demonstrates a **substantial** range and depth of creative-thinking  behaviours 3. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. | 1. constructs **appropriate** meaning and **regularly** transfers learning to new settings 2. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her 3. presents a **substantial** critique of the artwork of self and others. |
| **7-8** | 1. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology 2. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts 3. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. | 1. develops an **excellent** artistic intention that is **consistently** feasible, clear,  imaginative **and** coherent 2. demonstrates an **excellent** range and depth of creative-thinking  behaviours 3. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. | 1. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings 2. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her 3. presents an **excellent** critique of the artwork of self and others. |

**Assessment Criteria Feedback:**